

DO STORY TELLING TECHNIQUE ON HELPS STUDENTS' SPEAKING ACHIEVEMENT?: AN EXPERIMENTAL STUDY OF EIGHT GRADE

Fajar Tri Wahyudi

English Language Teaching Study Program

Postgraduate School, Universitas Islam Malang, Indonesia

Email: jafarwahyu38@gmail.com

This research was aimed at knowing the effectiveness of using storytelling technique in teaching speaking ability. The research question as follow; 1)Is there any significant difference of students' speaking ability that are technique by using storytelling and role play?, 2) Is there any significant of storytelling technique on the students speaking ability? To answer that question the researcher applied storytelling technique for speaking ability to eight grade junior high school.

This research is an experimental research. The instrument was used in this research was pretest and posttest. The students were taken from eight grade junior high school which is consist of two classes. It started by giving pretest, to know the students speaking ability. Then the researcher found two classes with the equal mean score as the research sample. The researcher divided them into experimental and control group. The research is done with pretest and posttest. Where the experimental group was A class which consist of 30 students and the control group was B class which consist of 30 students.

The result of data analysis is taken from t observation that is 20.826 with significance level is .000. It can be concluded that the hypothesis of the research is accepted. *The writer concludes that there is significant the influence of using storytelling technique on the students' speaking achievement of grade eight.*

Keywords: Speaking achievement, Storytelling technique, Narrative text

INTRODUCTION

English is a foreign languages for Indonesian students, which must be learnt in school since beginner level until university level. Whereas we know it is not easy for someone to learn the new language. Because of that reason there are many students assume that English is one of a difficult subject for the Indonesian students, because English completely different to Indonesian language in terms of the system of pronunciation, vocabulary, and structure.

Besides, teaching English related four language talents, those are writing, listening, speaking, reading. In coaching and getting to know a language has four elements to support four language abilities above, which includes grammar, spelling, vocabulary, and pronunciation which might be also taught in English mastering and teaching process. The objective of teaching English in Indonesia is to increase the effectiveness of reading, speaking, listening, and writing ability. Storytelling is likewise utilized in curriculum 2013 in particular to teach speaking.

Generally, the students in junior high school have difficulty in learning English because they think that learning English is boring and has not something fun also

difficult to understand for them. That is why the writer wants to develop English to be apply to students at junior high school.

In learning English, there are four skills that should be mastered by the learners namely: reading, writing, listening and speaking and the presentation of them should be integrated. Among those four skills, speaking ins one of the four language skills that has important role in teaching English.

Speaking is one of language skills which common people consider that it is very important skill in language learning. It is very common if individuals can speak English well. They are considered as individuals who know well about the language.

So as to take care of the understudies' issues and upgrade their speaking capacity, the educators ought to give some great procedure that can include the understudies in working on talking and furthermore give some inspiration. Here, the researcher believes that storytwlling technique will make the talking action got upbeat and appealing. storytelling is a tehcnique for sharing and translating encounters. Through narrating procedure, she accepts the understudies will be increasingly persuaded to communicate in English openly in light of the fact that at the main, they have been animated to fathom the story. It is likewise causes the understudies to appreciate the learning procedure.

Storytelling is one of the effective ways to improve the students' speaking ability. Storytelling is part of formal education. Story is invaluable tool to expand listening and speaking competencies and as stimulus for dialogue or for philosophy and questioning skill. Story can assist the development of social attention and assist students to build up an emotional vocabulary. Based on the fact above the researcher is interest in analyzing the influence of using storytelling on the students' speaking achievement for eight grade students at SMP.

Based on the background above, the problem of the study is as follows: Is *there any influence of storytelling technique on students' speaking achievement?*

METHOD

In this study, the writer used true experimental design. kind of experimental of that are considered good because it meets the requirements. The requirements experimental is the other group who are not known to experimental and get their observations with another group called the comparison group or the control group of the treatment effect obtained can be known for sure as compared with untreated.

Specifically the pretest- posttest control group design. the writer had done two test, they were pretest to find the students' speaking achievement before taught by storytelling and posttest to find out the students' speaking achievement after taught by using storytelling. The writer used subjective test as a research instrument.

Population and Sample

(1) Population

The research population for students of SMP in the eight grade level 2017-2018.

(2) Sample

In other word, sample is part of the number of the characteristic which is belonged to the population. The writer concludes that sample is part of the population which is taken to be sample in the research activity. Therefore the writer should take sample to be detected and the sample must not be taken all objects in the population because it is only some of them.

The explanations above concluded that sample there is inside and included into the population while population is the large of the objects which are going to be observed.

The researcher uses quasi experimental. The researcher had arranged two classes; experimental group and control group. Storytelling technique was treated in experimental group and role play in control group. Both of them were given pre-test and post-test. The pre-test in this research to analyze post-test after giving treatment. In this case, the sample which the writer was took 60 students. 30 students for experimental class and the 30 students for control class.

Data Collection Technique

Data collection in this study used the subjective test in order to understand the students' achievement learning English before and after the treatment. According Arikunto (2010: 193) Test is a group of question or exercises and another tool used to measure somebody's ability, knowledge or attitude.

The writer observed variables and collects the data by using test as the main instrument. It consists of :

- a) Pretest: the first before the writer applied the method teaching speaking by using storytelling.
- b) Posttest: the second test after applying the method teaching of speaking by using storytelling, to know the differences of developing students' achievement in speaking.

Research Instruments

The data would be gather through a test. The test would be in type of speaking test. There are pre-test and post-test. The test was orchestrated by the material given. In obsevation, the researchr look at the way toward speaking when storytelling was used as a technique, then the writer note what she saw. In doing the observation, the writer took some point, they are:

1. Preparation
2. Presentation
 - a. Teacher gave the story to the students
 - b. Teacher told the material, then asked them to read and understood the material
 - c. The teacher asked the students to retell that story in front of the class by their own word
3. Evaluation and closing

Data Collection Procedure

Collecting data has determined the outcome of the research. Data collection procedures used in this study was:

1. Pretest

The writer provided pretest to the controll group and the experimentall group. Pretest is an objective oral test to complement the existing sentence in narrative text.

2. Treatment

This treatment was done two times by using storytelling techniques in the experimental class and without storytelling technique in control class. Both classes were taught by using the same material. Every meeting spent about 80 minutes.

3. Posttest

After teaching in the class control and experiment class with different methods, the writer gave a final test to the students. This test was the same question as the pre-test questions. The writer wanted to know the effect of using storytelling on students' speaking achievement

Data Analysis Technique

Data analysis is the last step in the procedure of research. In this research, there were experiment class and control class, which was taken random sampling. There were two times of analysis. The first analysis was to test the difference between

the experiment and control class (O_1 & O_3). It was using T-test. T-test was used in order to find out the differences of the result/score of students' achievement in studying speaking by using storytelling. Based on the expected result it was shown that, there was no significance difference between the first achievement of experiment and control class. The second analysis was to test the hypothesis. In this research, the hypotheses were: "There is significance influence of using storytelling technique on the students' speaking achievement in SMP" or "There is no significance influence of using storytelling technique on the students' speaking achievement in SMP". The technique was T-test for two related sample. The differences between O_2 and O_4 were analyzed. If there is a difference where O_2 was higher than O_4 , the study by using storytelling had significance/positive influence on the students' speaking achievement, but if it was lower, it had no significance / negative influence.

CONCLUSION

Based on the research that had been done by the researcher, the researcher concludes that teaching speaking using storytelling technique had given significant influence to the students' speaking achievement. The speaking score had been achieved by the students after teaching by storytelling technique was better than the students who was taught using role play.

REFERENCES

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta Rineka Cipta.
- Brown, Douglas, H. 2004. *Language Assessment Principles and Classroom Practices*. Pearson Education.
- Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta: Bandung.
- Wendy C. 2005. *Story telling tehcnique*. Journal of English Teaching
- Zhang, Y. 2009. Reading to speak: Integrating Oral Communication Skills. English Teaching Forum, 50 (3), 41-45.